



Curriculum Policy

2025 - 2026

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1. Introduction - Our Vision

REACH Learning Provision exists to create a safe, nurturing, and aspirational environment for young people who may have disengaged from mainstream education. Many of our learners arrive with barriers such as disrupted schooling, SEMH needs, low self-esteem, and complex personal circumstances.

At REACH, we believe education is a journey of rebuilding trust, developing resilience, and unlocking potential. Our curriculum is not just about qualifications; it is about equipping learners with the skills, values, and confidence to thrive in life.

Our Values: REACH

Five guiding values underpin our curriculum:

- Resilience – facing challenges with courage and bouncing back stronger.
- Empower – giving learners agency, responsibility, and a sense of ownership over their future.
- Achieve – setting ambitious yet realistic goals and celebrating success in all its forms.
- Confidence – building belief in oneself through positive relationships, achievements, and self-expression.
- Honesty – encouraging integrity, accountability, and openness in learning and behaviour.

Every lesson, project, and opportunity is carefully mapped to reinforce these values, ensuring they are not abstract ideals but lived experiences for our learners.

Who We Serve

We work with learners from a variety of backgrounds, often characterised by:

- Experiences of exclusion or school refusal.
- SEMH needs such as anxiety, trauma, or attachment difficulties.
- Possible neurodiversity (e.g., ADHD, autism).
- Low literacy and numeracy skills.
- Low self-confidence and self-esteem.

Our role is to re-engage them with learning, help them believe in their abilities, and provide the tools to succeed in education, employment, and life.

2. Curriculum Intent

Three principles shape our curriculum intent:

1. **Personalised** – Learning journeys begin with comprehensive baseline assessments (BKSB, reading age, wellbeing checks, student voice) and build into bespoke Individual Learning Plans (ILPs). Every learner progresses at a pace that suits them, with interventions embedded to address gaps and barriers.
2. **Practical** – Lessons are contextualised in real-world scenarios (e.g., budgeting, form-filling, workplace tasks) to ensure relevance and application. Learners understand not only “what” they are learning, but “why” it matters for their independence and future.
3. **Progressive** – Our curriculum pathways are designed to allow learners to move from re-engagement through to formal qualifications, while developing the social, emotional, and personal skills needed for adulthood.

The ultimate goal is for learners to leave REACH as resilient, empowered, confident individuals with qualifications, life skills, and a clear pathway forward.

3. Pathways Overview

Foundation Pathway

Intent: To re-engage learners with education by building confidence, connection, and core skills.
Implementation:

- Structured delivery of Functional Skills English and Maths (Entry 1–Entry 3).
- Focus on basic literacy and numeracy, delivered through engaging, practical tasks.
- Highly personalised lessons that integrate movement breaks, visual aids, and creative tasks.
- Trauma-informed practice and relationship-based teaching that prioritises emotional safety.
- Emphasis on communication, routine, and self-regulation.

Impact: Learners gain confidence in their ability to learn, achieve small but meaningful successes, and begin to see themselves as capable learners. This pathway prepares them for progression to the Momentum Pathway.

Momentum Pathway

Intent: To nurture academic potential, provide challenge, and prepare learners for qualifications.
Implementation:

- Structured delivery of Functional Skills English and Maths (Level 1–Level 2).
- Increased use of formal assessments and exam-style tasks to build confidence.
- Scaffolded independence: learners are encouraged to take ownership of their progress through reflection, goal-setting, and peer feedback.
- Continued pastoral support to ensure academic challenge is balanced with emotional well-being.

Impact: Learners achieve nationally recognised qualifications, develop positive learning identities, and are prepared for further education, training, or employment.

Horizons Pathway

Intent: To enrich learning beyond academics, preparing learners with the life skills, experiences, and personal development necessary for independence.

Implementation:

- Delivery of LifeWise (PSHE/RSE) curriculum covering mental health, relationships, citizenship, identity, and future pathways.
- Personal Development projects focusing on resilience, leadership, budgeting, organisation, and independence.
- Wider opportunities, including trips, enrichment activities, enterprise projects, and guest workshops.
- Emphasis on future planning: careers, vocational tasters, mentoring, and preparing for transitions.

Impact: Learners develop confidence, resilience, and a broader worldview. They are better prepared to navigate adulthood with independence and purpose.

4. Core Subject Curricula

English

Intent:

- To develop literacy as a tool for self-expression, independence, and empowerment.
- To enable learners to achieve Functional Skills qualifications (Entry 1–Level 2).

Implementation:

- **Foundation Pathway:** Reading high-frequency words, developing basic writing, speaking and listening through role-play and everyday tasks.
- **Momentum Pathway:** Extended writing, critical reading, functional contexts (letters, forms, emails).
- **Horizons Pathway:** Applying literacy in real-life contexts such as CVs, job applications, and presentations.
- Supported by BKSb diagnostic and NCFE Schemes of Work.

Impact: Learners progress from struggling readers/writers to confident communicators who can express themselves and achieve qualifications.

Maths

Intent:

- To equip learners with numeracy skills essential for life, work, and independence.
- To build confidence and reduce maths-related anxiety through practical, applied learning.

Implementation:

- **Foundation Pathway:** Numbers, counting, time, money, measurement through hands-on activities.
- **Momentum Pathway:** Fractions, percentages, ratios, problem-solving, data handling.

- **Horizons Pathway:** Applying maths in finance, enterprise, planning projects, and independent living.
- Supported by BKSb pathway tracking and NCFE Schemes of Work.

Impact: Learners apply maths independently in real-life situations, achieve qualifications, and develop resilience in problem-solving.

LifeWise (PSHE/RSE)

Intent:

- To support learners' personal, social, and moral development.
- To provide knowledge and skills for safe, healthy, and respectful relationships.

Implementation:

- Trauma-informed, discussion-based sessions tailored to learners' lived experiences.
- Topics include mental health, healthy relationships, consent, online safety, identity, substance misuse, and financial literacy.
- Integration of RSE across all topics.
- Enriched with external speakers, workshops, and real-life applications.

Impact: Learners develop self-awareness, empathy, and the tools to make safe, informed choices in their personal lives and communities.

Literacy Enrichment

Intent:

- To foster a love of reading and self-expression.
- To close literacy gaps through creative, engaging opportunities.

Implementation:

- Weekly literacy enrichment sessions exploring spoken word, storytelling, drama, debate, zines.
- Access to diverse texts that reflect students' identities and experiences.
- Opportunities for learners to publish, perform, and share their voices.

Impact: Learners gain confidence in communication, improve literacy skills, and take pride in their creative expression.

Personal Development

Intent:

- To prepare learners for independence, adulthood, and life beyond REACH.

Implementation:

- Projects on resilience, leadership, budgeting, independent travel, organisation, and goal-setting.
- Enterprise activities, vocational tasters, and real-world simulations.

Impact: Learners leave REACH with stronger character, ambition, and practical skills to thrive in life.

Wider Opportunities

Intent:

- To broaden horizons, raise aspirations, and develop cultural capital.

Implementation:

- Trips to museums, theatres, outdoor centres, and local businesses.
- Enrichment activities such as boxing, creative arts, and enterprise projects.
- Partnerships with community organisations to embed real-world learning.

Impact: Learners gain social confidence, develop teamwork and leadership skills, and are inspired to see themselves as part of a wider world.

5. REACH Theme Learning

Each half-term focuses on a REACH theme, linking academic, personal, and enrichment strands to the provision's values:

- **Autumn 1** – Identity & Belonging (All Values)
- **Autumn 2** – Building Character (Resilience, Empower)
- **Spring 1** – Community & Relationships (Confidence, Honesty)
- **Spring 2** – Independence & Safety (Empower, Honesty)
- **Summer 1** – Social Issues & Culture (Resilience, Confidence)
- **Summer 2** – Reflection & Legacy (All Values)

Through creative tasks, discussions, and projects, learners explore who they are, how they connect with others, and how they can contribute positively to society.

6. Assessment, Tracking & Accreditation

- **Baseline:** BKSb diagnostics, reading age tests, wellbeing surveys, aspirations interviews.
- **Formative Assessment:** Weekly reviews, peer/self-assessments, verbal checks, journals.
- **Summative Assessment:** NCFE Functional Skills exams (English & Maths, Entry 1–Level 2), NCFE Personal Development qualifications.
- **Tracking:** Individual Learning Plans, weekly progress trackers, annotated portfolios, RAG progress reports.
- **Progress Measures:**
 - **Academic** – movement through Functional Skills levels.
 - **Personal** – confidence, resilience, independence.
 - **Social** – attendance, engagement, positive peer interactions.

7. Progression & Outcomes

Learners progress from re-engagement to independence through our three pathways. Outcomes include:

- Functional Skills qualifications in English and Maths (Entry 1–Level 2).
- Improved attendance, resilience, and engagement.
- Readiness for further education, apprenticeships, or employment.
- Enhanced independence and confidence for life beyond REACH.

At REACH, we measure success not only by qualifications but by each learner's growth in resilience, empowerment, achievement, confidence, and honesty.

8. Conclusion

The REACH Learning Provision curriculum is designed to transform the learning experience for young people who have often faced barriers, disruption, or disconnection from education. At its heart is the belief that every learner can thrive when provided with the right support, opportunities, and challenge.

Through the three pathways — **Foundation, Momentum, and Horizons** — we create a progressive, flexible journey that meets learners at their starting point and builds towards both academic qualifications and personal growth. By combining Functional Skills in English and Maths with PSHE, Personal Development, Literacy Enrichment, and Wider Opportunities, our curriculum ensures that learners leave REACH not only with credentials but with the skills, resilience, and confidence to navigate adulthood.

Our values — **Resilience, Empower, Achieve, Confidence, and Honesty** — are woven throughout every lesson, project, and interaction. They are more than words; they are guiding principles that shape the character and culture of our provision.

At REACH, we measure success in many ways: a learner's first qualification, improved attendance, increased self-belief, a new friendship, or the courage to stand up and share their voice. Every achievement, no matter the size, represents progress on the journey towards a brighter future.

The REACH curriculum is not just about what students learn — it is about who they become.